



Week 2 Assignment

Learner-Centered Staff Development

Overview

Texas administrators are expected to create, model, and encourage a school culture that is learner-centered and based on high expectations, collaboration, continuous improvement, ethics, and integrity. This expectation applies not only to students but to adults. In this week's Application Assignment, you will demonstrate your knowledge of learner-centered principles—formulated and tested by Dr. Barbara McCombs and adopted in 1997 by the American Psychological Association—as you develop an agenda for a data-based, learner-centered staff development session. This week, you should:

- Apply the principles of learner-centered instruction and data-based decision-making in the organization of a staff development session.

Rubric

Use the following rubric to guide your work on the Week 2 Assignment.

Tasks ↓	Accomplished	Proficient	Unacceptable
Develop a preliminary agenda for a learner-centered staff development based on a content area identified by AEIS data and a related objective identified in the CIP.	<p>Demonstrates a clear understanding of learner-centered principles by developing a preliminary agenda for a staff development.</p> <p>Shows strong evidence that the staff development is based on data collected from the AEIS and CIP.</p> <p>Effectively meets all 8 criteria specified for the staff development.</p> <p>(8 points)</p>	<p>Develops a preliminary agenda for a staff development that demonstrates some understanding of learner-centered principles.</p> <p>Shows evidence that the staff development is based on data collected from the AEIS and CIP.</p> <p>Addresses all criteria specified for the staff development and effectively meets 7 of them.</p> <p>(4 points)</p>	<p>Does not develop a preliminary agenda for a staff development. Does not demonstrate understanding of learner-centered principles.</p> <p>Does not show evidence that the staff development is based on data collected from the AEIS and CIP.</p> <p>Addresses 1-6 criteria, or makes minimal effort, in addressing criteria specified for the staff development.</p> <p>(0 points)</p>
Answer a series of questions related to staff development, learner-centered principles, and the TEA learning system.	<p>Answers 5 questions about staff development, learner-centered principles, and the TEA learning system.</p> <p>(6 points)</p>	<p>Answers 3 to 4 questions about staff development, learner-centered principles, and the TEA learning system.</p> <p>(4 points)</p>	<p>Answers less than 3 questions about staff development, learner-centered principles, and the TEA learning system.</p> <p>(2 points)</p>
Mechanics		<p>Few to no errors in grammar, spelling or punctuation.</p> <p>(1 point)</p>	<p>Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.</p> <p>(0 points)</p>

Week 2 Assignment: Learner-Centered Staff Development**Directions**

Refresh your knowledge of learner-centered principles by reviewing Lecture 1; the Week 1 reading, "Applying Learner-Centered Principles in Teacher Education"; and the resource documents "Learner-Centered Psychological Principles" and "Helpful Web sites."

Create a preliminary agenda for a learner-centered staff development session for colleagues at your school. The agenda is preliminary because you will make additions and revisions to it in Weeks 3 and 4.

The staff development presenter must:

- demonstrate an understanding of learner-centered principles and the TEA learning system.
- create a positive environment (seating arrangement, snacks, etc.) for participants.
- focus on the objective selected in the Analysis Assignment.
- lead activities that require active participation from all involved.
- facilitate consensus-building on the best approach for teaching the objective.
- conform to a time limit of 30 - 45 minutes.
- conduct an evaluation of the session.
- have the principal approve the agenda. Arrange a time with a principal for presentation of the session. You are not required to present the staff development during the course.

Staff Development Agenda

Use the following table as a planning tool to complete the preliminary organization of the learner-centered staff development session. Refer to the Resource documents "Learner-Centered Principles" and "Learner-Centered Practices" to help you generate ideas for activities.

Session Purpose: To identify and address deficits in instruction that led to the underperformance of the Economically Disadvantaged and Hispanic sub-populations in 2007 as evidenced on the AEIS Report for TAKS Mathematics, Grades 7 & 8 at LVJHS				
Learning Objective to Be Addressed: TEA Learning System GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics; and as required by the State Board of Education (Chapter 28, section 28.001 of Education Code), the instructional program should prepare students to demonstrate their knowledge and skills in all subject areas (which include being able to read, write, compute, problem solve, think critically, apply technology, and communicate).				
Approving Principal: Maria Wildenstein			Presentation Date: January 18, 2010, Teacher Inservice Day Breakout Session	
Grade Level: 6-8 Math	Facilitator: Allen Bordelon	Location: LVJHS Cafeteria	Start Time: 10:45am	End-Time: 11:30am
Learner-Centered Activity	Purpose	Description	Steps	Estimated Time
AEIS Data Analysis: How did our students perform? (Standards and Assessment)	Derive a data-driven snapshot of how our students performed based on analysis of AEIS TAKS performance data	Guided data analysis; groundwork for consensus building to get them to understand that we are leaving students behind.	Break group into cohorts by grade level; distribute printouts of AEIS data; assign each cohort to analyze and discuss the performance data for all students in their grade range and for all sub-groups, e.g. Economically Disadvantaged, Hispanic, etc. A representative from each cohort will present their findings to the group at the end of the activity.	10:45am 10 minutes duration

<p>CIP Analysis: What are our CIP performance goals for all students? (Standards and Assessment)</p>	<p>Derive a data-driven picture of what our CIP goals and standards are regarding instruction and student performance.</p>	<p>Guided data analysis; groundwork for consensus building to get them to understand that we are not adequately following our CIP.</p>	<p>Distribute copies of LVJHS CIP to each cohort; assign each cohort to analyze and discuss the CIP guidelines, particularly those that pertain to LVJHS Mathematics for their grade level. A representative from each cohort will present their findings to the group at the end of the activity.</p>	<p>10:55am 10 minutes duration</p>
<p>Guided Discussion: In what areas are we strongest?</p>	<p>Reach consensus on what we believe we are best at teaching our students.</p>	<p>Guided discussion and brainstorming session for consensus building.</p>	<p>Cohorts will be guided in a brief brainstorming discussion using a digital whiteboard to reach consensus on what we are doing best to support all students.</p>	<p>11:05am 5 minutes duration</p>
<p>Guided Discussion: In what areas are we weakest?</p>	<p>Reach consensus on what we believe we are not doing for our students.</p>	<p>Guided discussion and brainstorming session for consensus building.</p>	<p>Cohorts will be guided in a brief brainstorming discussion using a digital whiteboard to reach consensus on what we are not doing well that is hurting students.</p>	<p>11:10am 5 minutes duration</p>

Putting it All Together to Leave No Child Behind (Construction of Knowledge and Strategic Thinking)	Teachers present ideas to make 6-8 th grade Math more relevant for our students by addressing the Construction of Knowledge and Strategic Thinking learning principles for <u>all</u> students despite their diverse learning styles.	Guided discussion and consensus building session to first determine and then implement a course of action to remedy any deficit in Math instruction.	Quickly recap where the data showed our weaknesses lie; which CIP objectives we agreed we were not meeting; what we agreed were our strengths; and what we agreed were our greatest needs or deficits. Open the floor for guided discussion using the digital whiteboard, soliciting from each member of each cohort a suggestion for a learning activity or a change to an existing learning activity to address one of their identified areas of need; when each member has contributed, let each cohort as a group choose five of the suggested learning activities to be implemented in their classrooms to address the identified needs. End the session by ensuring all teachers understand they will now be accountable for employing these mutually-agreed-upon activities, with the clear expectation of improved achievement on the next AEIS report. Distribute evaluation sheets and dismiss teachers.	11:15am 15 minutes duration Dismiss at 11:30am
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Staff Development Agenda Reflection

Explain in a paragraph how your proposed staff development agenda reflects learner-centered principles. You do not have to address all learner-centered principles. Type your responses in the expandable boxes.

Explain in one paragraph how the components of the TEA learning system are reflected in your proposed staff development agenda. You do not have to address all components.

My professional development session will address the Learning Goals area of the TEA Learning System, specifically "TEA Learning System GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics" as it seeks to focus teachers on changes that need to be made to address the learning styles of all students to improve student achievement. The second half of my staff development agenda specifically addresses the Instructional Program area of the TEA Learning System as this activity is designed to create a positive change in instruction to better address the diverse learning styles and needs of all students by improving the instructional program for 6-8th grade Math.

Describe in one paragraph how you will create a positive environment for the staff development session.

I will create a positive environment for the professional development session by having all the technology devices and the presentation itself fully debugged, set up and ready to go ahead of time to make sure we do not lose people while we are trying to make things work. I will make sure the room is comfortable and the environment conducive to learning with comfortable chairs arranged around tables to support data analysis tasks and to facilitate communication within the cohorts which will be formed based on grade level taught. Light snacks will be provided to put people in a good mood and keep them refreshed. I will make sure people are comfortable with stepping out if they have to take a restroom break as we do not have time in a 45-minute session for an official group break, but I will also endeavor to make the session so interactive and positive that they will be afraid of missing something if they leave even briefly.

How will you ensure activity participation by all who attend the staff development session? Specify activities.

I will ensure active participation by all who attend the workshop by calling upon different teachers during directed discussions and brainstorming sessions, by soliciting input as needed during the various tasks, and by breaking the teachers up into cohorts for the data analysis and decision tasks. Teachers will also become active participants as they first share the results of their cohort's analysis tasks with the rest of the group, and then make suggestions and finally choose a course of action to be implemented to improve instruction for all students regardless of learning style or background.

How will you facilitate and help participants build consensus on the best course of action to address the objective?

During the guided discussion, I will help steer the group to consensus based on their predominant answers as to what they feel they are best at teaching and what they feel as a whole they need the most improvement in. By using the digital whiteboard, brainstorming can be accommodated while really focusing the group on a particular idea or a trend in their ideas. The actual performance data of students on the AEIS report and the CIP objectives can be used to refocus the group or to steer them towards consensus without appearing that I am pushing them in the direction I really want them to go as their campus leader. The ultimate goal is to help them reach the desired conclusion through their own means and analysis so that they have ownership of the instructional changes we need to implement.

How will participants evaluate the staff development session?

At the end of the staff development session, evaluation surveys will be handed out to all participants to collect both summative evaluation data (was the facilitator effective, what activity did they like best, what activity did they like least, did they learn something new, was the presentation appropriate to their level and duty assignment, etc.) and formative evaluation data (how can the ongoing professional development program be improved, should sessions be held more or less frequently, etc.) The feedback will be used to fine-tune both this professional development session in particular and the professional development program holistically.